

**THE EFFECT OF USING DRAMA TOWARD STUDENTS'
SPEAKING ABILITY AMONG THE FIRST YEAR
STUDENTS OF SMP N 1 KAMPAR
(AIR TIRIS)**



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1432 H/ 2011 M**

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(S.Pd.)



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ABSTRACT

The title of this research is “The Effect of Using Drama toward Students’ Speaking Ability among First Year Students of SMPN 1 Kampar (Air Tiris)”. The objective of this research is to find out the significant effect of using drama toward students’ speaking ability among First year students of SMPN 1 Kampar (Air Tiris). Type of this research is pre-experimental research. The treatments have been done eight times. The research was carried out at SMPN 1 Kampar (Air Tiris). It was conducted on Mei 10 until June 5, 2010. The subject of the research is the students of first grade of SMPN 1 Kampar (Air Tiris). The population of this study is 300 and the sample is 30 students. In collecting the data, the technique used was observation and test. In the observation, the researcher used observer to observe the researcher to do the research. The test used was oral presentation test and divided into two stages. The first was pre – test and it was given before the treatment. The second was post – test and was given after the treatment. In analyzed the data, the researcher used graduated standard of English lesson in SMPN 1 Kampar (Air Tiris) that is 60 for students’ ability in speaking. It means for those who get score < 60 , they are pass graduated standard, while for those who get score ≥ 60 , they are not pass graduated standard. In order to know the significant effect of using drama toward speaking ability, the researcher used scores of the pre test and post test. These scores were analyzed statistically. The data were analyzed by using T-test through using SPSS 16.0.

From the research findings, the score of t- test is $t_o = 12.836$ and it is compared to T-table either at 5% or 1% in which: $2, 04 < t_o = 12.836 < 2, 76$. It can be concluded that H_o is rejected and H_a is accepted. It means that there is a significant effect of using drama toward students’ speaking ability among first year students of SMPN 1 Kampar (Air Tiris).

ABSTRAK

Judul penelitian ini adalah “Dampak dari Penggunaan Drama terhadap Kemampuan Berbicara pada Siswa Kelas 1 SMPN 1 Kampar (Air Tiris)”. Tujuan dari penelitian ini adalah untuk mencari dampak yang signifikan dari penggunaan drama terhadap kemampuan berbicara pada siswa kelas 1 SMPN 1 Kampar (Air Tiris). Jenis penelitian ini adalah penelitian pre-eksperimental. Perlakuan telah dilakukan delapan kali. Penelitian ini dilaksanakan di SMPN 1 Kampar (Air Tiris). Penelitian ini dilaksanakan pada 10 Mei sampai 5 Juni 2010. Subjek penelitian ini adalah murid. Populasi dari penelitian ini berjumlah 300 siswa dan sampelnya adalah 30 siswa. Dalam mengumpulkan data, teknik yang digunakan adalah observasi dan tes. Dalam observasi, peneliti menggunakan pengamat untuk mengamati peneliti dalam melakukan penelitian. Adapun tes yang digunakan adalah oral presentasi dan dibagi dalam 2 tahap. Pertama adalah pre-test dan tes ini diberikan sebelum perlakuan. Kedua adalah post-test dan tes ini diberikan setelah perlakuan. Dalam menganalisa data, peneliti menggunakan standar kelulusan mata pelajaran Bahasa Inggris di SMPN 1 Kampar (Air Tiris) yakni 60 untuk kemampuan siswa dalam berbicara. Hal ini berarti bagi siswa yang mendapatkan nilai < 60 , mereka tidak lulus standar kelulusan, sementara bagi siswa yang mendapatkan nilai ≥ 60 , mereka lulus standar kelulusan. Untuk mengetahui dampak yang signifikan dari penggunaan drama terhadap kemampuan berbicara pada siswa kelas 1 SMPN 1 Kampar (Air Tiris), peneliti menggunakan nilai pre-test dan post-test. nilai tersebut dianalisa secara statistik. Data tersebut akan dianalisa dengan menggunakan T-test melalui SPSS 16.0.

Dari penemuan penelitian ini, nilai t_0 adalah $t_0 = 12.836$ dan dibandingkan dengan dengan t-table baik pada taraf signifikan 5% maupun 1% yakni, $2,04 < t_0 = 12.836 \geq 2,76$. Hal ini dapat disimpulkan bahwa H_0 ditolak dan H_a diterima. Hal tersebut berarti bahwa ada dampak yang signifikan dari penggunaan drama terhadap kemampuan berbicara pada siswa kelas 1 SMPN 1 Kampar (Air Tiris).

الملخص

الموضوع من هذا البحث هو "تأثير استخدام التمثيل (الدراما) على مهارات الكلام عند طلاب في فصل الأول بمدرسة المتوسطة الحكومية 1 كمبار (أير تيريس)" والغرض من هذا البحث هو البحث عن أثر كبير من استخدام التمثيل (الدراما) على مهارات الكلام عند طلاب في فصل الأول بمدرسة المتوسطة الحكومية 1 كمبار (أير تيريس)". هذا البحث هو دراسة تجريبية قبل .وقد تم إجراء العلاج ثماني مرات .وقد أجري البحث بمدرسة المتوسطة الحكومية 1 كمبار (أير تيريس). وقد أجريت أبحاث على 10 مايو -- 5 يونيو 2010 .موضوع هذا البحث هو طالب .وبلغ عدد سكان هذه الدراسة 300 طالبا وكانت العينة 30 طالبا .في جمع البيانات ، والتقنيات المستخدمة والمراقبة والاختبارات .في الملاحظات ، استخدم الباحثون مراقب لمراقبة الباحثين في إجراء البحوث .الاختبار المستخدمة في العرض الشفوي وتقسيمها إلى مراحل 2 .الأولى هي ما قبل الاختبار ويعطى اختبار قبل العلاج .والثانية هي مرحلة ما بعد الاختبار ويعطى اختبار بعد العلاج .في تحليل البيانات والباحثين استخدام المواد التخرج مستوى اللغة الإنجليزية بمدرسة المتوسطة الحكومية 1 كمبار (أير تيريس) أي 60 لمهارات .طلاب في التكلم .ومن المفترض أن للطلاب الذين يسجلون <60 لم أنها لن تمر مستوى التخرج ، أما بالنسبة للطلاب الذين يحصلون على قيمة >60 ، أنها تمر معايير التخرج .العثور على أثر هام من استخدام استخدام التمثيل (الدراما) على مهارات الكلام عند طلاب في فصل الأول بمدرسة المتوسطة الحكومية 1 كمبار (أير تيريس)". واستخدم الباحثون في الاختبار القبلي والاختبار البعدي . وقد تم تحليل قيم إحصائية .وسيتم تحليل البيانات باستخدام اختبار (ت) من خلال الإحصائي للعلوم الاجتماعية (س ف س س) الإصدار 16.

من نتائج هذه الدراسة ، هو القيمة $t^0 = 12.836$ وبالمقارنة مع الجدول ر 5 % في كل كبيرة والأولي أي 1 $2.04 < 12.836$ 2,76 . يمكن أن نخلص إلى أن H^0 مقبولة و H^a مردودة .وهذا يعني أن هناك تأثير كبير من استخدام التمثيل (الدراما) على مهارات الكلام عند طلاب في فصل الأول بمدرسة المتوسطة الحكومية 1 كمبار (أير تيريس).

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

The aim of speaking is to deliver or convey the information to others. According to Brown (1994: 127), there are four skills that the students should be master at the end of their learning process, they are listening, speaking, writing and reading. In other word, there are four English skills that should be taught in educational levels and one of them is speaking. Speaking is a key of communication. For the students, the ability of speaking English is an important measurement of academic success. In teaching speaking, teacher should have the ability in English speaking.

Most of Indonesian's schools use school based curriculum (KTSP) as based curriculum and does with SMPN 1 Kampar (Air Tiris). In this school, speaking is the basic competence in the syllabus of SMPN 1 Kampar (Air Tiris) for the first year the students will be able to give responses in transactional conversation (to get things done) interpersonal to socialize) by using simple Multilanguage accurately, fluently, and can make interaction with their near environment. Rivi Antoni (2005: 1) states that speaking is one of language skills. It means that the entire topic to spoken in English teaching school should closely related to the environment of the students. In this school, teacher must have many media and method to teach English as the way to improve students' speaking ability. According to brown, (1994: 24) communicative competence is the goal of

language classroom. One of the reasons is because the students have basic priority knowledge to do so. To realize the goal, teachers may use media to help her teaching and learning process.

Moreover, in reality the students still cannot speak well. Most of them cannot able to pronounce accurately, cannot able to speak fluently, and others. Beside that communicative competence is the goal of language classroom. So that, speaking is important skill that should be mastered by the students.

The teacher need new strategies that make students take part of explaining the materials that make them speak in front of the class. Ideally, the teacher uses “Drama in increasing students speaking ability”. Usually the first thing that occurs in drama class is that someone will ask for a definition of the word drama. The word drama come from Greece, it means done and action. In others, the meaning of drama is communication, situation, action and all things that make audience interesting with their acting.

For teachers, drama means all and none of these things. A clear definition in needed in order to lead the students in various activities, and towards various goals. Mc Gregor (1977: 24) there is one school of thought that defines it as an expressive process which is best understood trough the idea of symbolization and its role in the discovery and communication of meaning. This is the only way to lead a successful and happy life outside of the classroom, in the real world.

Drama can used to introduce the students to a number of different topics, be it historical, political, scientific, or artistic. Mc Gregor (1977: 24), A variety of situations can be concocted, allowing the child to explore his actual relationships

the real level, and an unlimited number of hypothetical roles and attitudes at the symbolic level. It related based curriculum for the first year of junior high school, the students can make interaction with their near environments.

According to Mel Silberman (1996: 114), there is way to make some subject easy to understanding, that is acting out the concept or carry out the procedure. Furthermore, he explained about the procedure in using drama to teaching and learning process:

1. Choose one concept which connected with subject
2. Using this method:
 - a. Ask some students to come in front of the class and ask them to make stimulation with physical ways from the concept of procedure aspect.
 - b. Make the big papers which have clues content, give that paper to the students and place them to follows the clues.
3. Discuss the content of the drama, and make important teaching points.

Most of students in this school have problems especially in speaking. It can be described as follows:

1. Most of the students are not able to pronounce English accurately.
2. Most of the students are not able to speak fluently.
3. Most of the students are not able to speak grammatically.
4. Most of the students have lack vocabulary.
5. Most of students do not have good comprehension

Based on the phenomena, the researcher felt interesting in carrying a research entitled **“THE EFFECT OF USING DRAMA TOWARD STUDENTS’ SPEAKING ABILITY AMONG THE FIRST YEAR STUDENTS OF SMPN 1 KAMPAR (AIR TIRIS)”**.

B. The Definition of the Term

1. Drama

Mel Silberman (1996: 114) there is a way to make some subject easy to understanding, that is acting out the concept or carry out the procedure. In this research, the researcher used drama in order to know its effect toward students’ speaking ability among the first year students of SMPN 1 Kampar (Air Tiris).

2. Effect

Hornby in Oxford (1995: 369) effect is a change procedure by an action or cause as define. It means that effect is an activity that can change caused by something. In this research, the effect means the change hoped by the researcher toward students’ speaking ability among first year students of SMPN 1 Kampar (Air Tiris) after using drama.

3. Ability

Ability is the mental physical capacity, power, or skill required to do something (Hornby, 1989: 101). The ability meant in this research is the skills and physical capacity of the first year students of SMPN 1 Kampar (Air Tiris) to speak English.

4. Speaking

Nunan (1998: 51) says that speaking is the over bearing elder sister in second language learning. In this research, speaking means the communication created through using English as the language includes interaction, asking help, sharing information, etc at the first year students of SMP N1 Kampar (Air Tiris).

C. The Problem

1. Identification of the Problem

The identification of problems in this research is going to be:

- a. Why are most of the students not able to pronounce English accurately?
- b. Why are most of the students not able to speak fluently?
- c. Why are most of the students not able to speak grammatically?
- d. Why do most of the students have lack vocabulary?
- e. How is students' speaking ability before being taught by using drama?
- f. How is students' speaking ability after being taught by using drama?
- g. Is there any significant effect of using drama toward students' speaking ability among first year students of SMPN 1 Kampar (Air Tiris)?

2. Limitation of the Problem

The writer limited the problem from this research to the context of the effect of using drama toward students' speaking ability among first year students of SMPN 1 Kampar (Air Tiris).

3. Formulation of the Problem

Based on the limitation of problem above, these research questions are formulated as follows:

- a. How is students' speaking ability before being taught by using drama?
- b. How is students' speaking ability after being taught by using drama?
- c. Is there any significant effect of using drama toward students' speaking ability among first year students of SMPN 1 Kampar (Air Tiris)?

D. The Reason for Choosing the Title

The researcher is quite in choosing the title because of some reasons:

1. The researcher wants to obtain students' speaking ability at the first year students of SMPN 1 Kampar (Air Tiris) by using drama.
2. The researcher is able to conduct this research because the time and place of the research are suitable for her.
3. The title of this research is relevant to the researcher as an English education student.
4. As long as the researcher knows this title has never been researched by the other researchers in State Islamic University of Sultan Syarif Kasim Pekanbaru Riau.

E. The Objective and the Significance of the Research

The objectives of this research are as follows:

1. To know the students' speaking ability before being taught by using drama.
2. To know the students' speaking ability after being taught by using drama.
3. To know whether there is the effect of using drama toward students' speaking ability among 1st year students of SMPN 1 Kampar (Air Tiris)

After conducting this study the researcher hopes:

- a. Theoretically, this research finding is expected to support the existence of the theories on the second or foreign language learning and acquisition.
- b. Practically, this research finding is expected to give the positive contribution and information to the researcher herself as a researcher in acquiring her knowledge especially in the field of educational research that is on English language teaching research. Besides, this research finding is also expected to provide the students and the teacher of English of SMPN 1 Kampar (Air Tiris) the information of their learning related to the using drama toward speaking ability at the first year students. .
- c. Finally, this research finding is also to provide the readers or those who are concerned to the process of English language teaching and English language learning with the information or both theories and practices informatively.

F. The Research Paper Organization

The paper consist of five chapters, each chapter has some parts as follows:

Chapter I Introduction: Background, Definition of the Term, Problem, Reason for Choosing the Title, Objective and Significance of the Research, and Research Paper Organization.

Chapter II Review of Literature: Theoretical Framework, Relevant Research, Operational Concept and Assumption and Hypothesis.

Chapter III Research Method: Research Design, Location and Time of the Research, Subject and Object of the Research, Population and Sample of the Research, Technique of Data Collection, Technique of Data Analysis, and The Reliability of the Test.

Chapter IV Data Presentation and Analysis: Description of the Data, Data presentation, and Data Analysis.

Chapter V Conclusion and Suggestions: Conclusion and Suggestions.

CHAPTER II

LITERATURE REVIEW

A. The Theoretical Framework

1. The Nature of Speaking

Speaking is one of language skills that are a tool for communication and the important factor in learning and teaching language. Speaking takes part in communicating material of lesson between teacher and students. Besides, speaking can be understood as the activity of presenting the ideas in spoken language.

According to Widdowson (1994: 56), speaking is the active or productive skill. Speaking is one of language skills. It is a tool of communication and the most important factor in teaching language as well. Besides that, speaking is the activity of presenting thought or ideas in spoken language. It is clear, because speaking is communication in daily activities, business, and trade. Nunan (1998: 51) said that speaking is the over bearing elder sister in second language learning.

Hornby (1987:40) stated that to speak means to produce words or to use words in ordinary voice, utter words by using conversation. Brown (1987:40) said that speaking is oral interaction where participants need to negotiate meaning contained in ideas; feeling information in manage in term of who said to what, to whom, and about what. Michael swan (1980:40), said that speaking is uttering words informal situation.

Webster Dictionary (1986: 2) defines 'ability' as a genetic word represents the term capacity, capability, intelligence, competence, mind power and others. It also relates to skill, knowledge to do something, proficiency, aptitude, faculty, expertise, talent, facility, qualification, and strength. Based on the definition above, the researcher defines English speaking ability as an ability or skill that the learners have to communicate, to convey meaning, and to have a meaningful conversation in English. From the statement above, we can conclude that the communication means to interact and make is the relationship each other by using language.

According to Widdowson (1999: 56), speaking is the active or productive skill. Speaking is one of language skills. It is a tool of communication and the most important factor in teaching language as well. Besides that, speaking is the activity of presenting thought or ideas in spoken language. Hornby (1985: 827) said that speaking is special natural power to do something well. Speaking ability is capability to use language on one's view.

Lado (1989: 241) supported that speaking ability can be defined as the ability to use in essential normal communication situations and the signal system of pronunciation, stress and intonation grammatical structure and vocabulary of foreign language at a normal of the delivery for native speaker of the language. Then Lado added that speaking ability is described as the ability to express oneself in the real life situations, or the ability to converse or to express a sequence of ideas fluently.

In learning English, the main goal is to speak well so they can use it in communication. Speaking skill is believed as important aspect to be success in English speaking. The success of learning English can be seen and measured from their performance in speaking and how well they present their English in communication. English as the target language should be mastered well either is language skill or language area.

In acquiring second language, learners should be involved into a meaningful interaction of the target language that only found in natural communication. Learners learn to speak and concerned to the message that they are conveying and understanding. Ratih (2002) explained that when people speak, they construct ideas in word, express their perception, their feelings and their intentions, so that interlocutors grasp meaning of what the speakers mean. If the learner does not have speaking skill, does not understand the English word that saying by the speaker, does not acknowledge the language, they cannot grasp meaning of the speaker's mean. In that condition, they cannot be said success in learning English, because they did not have a meaningful interaction of English conversation. So, for people who want to speak English well, besides learning the knowledge of the language, they need to practice it. Because it is impossible to able speak English without practice it.

According to Nation and Newton (2009:122), speaking is divided into two kinds: formal and informal speaking. Informal speaking is typically involved tasks where conveying information is not as important as maintaining friendly relationship. While formal speaking is speaking as part of work or academic study

may involve presenting reports or presenting a view point on a particular topic. This type of speaking has several important features. From this theory we know that speaking is one part of our life and we use speaking to communicate with others. In formal speaking involve presenting reports. It means that it can support the research of the writer that chooses report text that has same purpose of speaking its self.

Nation (2009:123) stated that the transactional nature of formal speaking is that the effectiveness of the learners' performance should focus on the successful communication of information.

In order to be able to produce oral language, speakers have to construct a plan on the basis of four major processes:

- a. *Conceptualization*, which involves the selection of the message content on the basis of the situational context and the particular purpose to be achieved
- b. *Formulation*, which implies accessing, sequencing and choosing words and phrases to express the intended message appropriately.
- c. *Articulation*, which concerns the motor control of the articulatory organs to execute the planned message.
- d. *Monitoring*, which allows speakers to actively identify and correct mistakes if necessary. Considering what these planning processes involved, speaking is regarded as a complex activity that required speakers to possess a capacity to integrate different interpersonal and psychomotor aspects during the oral production event. According to

Alicia, Juan and Soler, speakers' *automation* of these key four processes is necessary because of the inherent difficulty involved in paying attention to all of them simultaneously while subject to the pressure of time restraints imposed during an ongoing conversation. Additionally, these planning processes also implied speakers' *choice* or *selection* of what they judged to be appropriate so that both meaning and form could be brought together in such a conversation.

Speaking skill requires two aspects, namely linguistic and non linguistic aspect:

- a. Linguistic aspect is the main requirement that the English learner should possess in order to speak it well. It involves comprehension, pronunciation, grammar and word order, vocabulary, and word order, vocabulary, and general speed of speech, sentence length and etc.
- b. Non linguistic aspect is an aspect to support learners to achieve a success in acquiring speaking skill. This aspect involves personality dimensions, such as self esteem and extroversion.

To be success in English speaking, learners should master the linguistic aspect and posses the non linguistic aspect. They both correlate each other. So, English speaking ability here not only focuses on the knowledge of language that the learners have, but also focuses on the personality dimension that will affect them in presenting their knowledge of English and key know and when to present it:

1. Pronunciation

The way of speaking the language is called pronunciation. Hornby (1984: 670) explains that, “pronunciation is a way in which a language is spoken, person’s way of speaking a language or words of a language”. Whereas, Longman Dictionary of Contemporary English (2001: 1130) stated that “Pronunciation as the way in which a particular language is pronounced, a particular person’s way of pronouncing a language, the way in which a word is usually pronounced”. The writer concluded that pronunciation refers to the way of person in speaking a word that is pronounced.

2. Vocabulary

In Oxford Advanced Learners’ Dictionary (Hornby, 1984: 461) “vocabulary is defined as the total number of words in a language, the words known to a person and a list of words with their meanings, especially at the back of a book used for teaching a foreign language”.

Vocabulary in this study covers the selection and the use of varied word that used by students. In short, the writer concluded that vocabulary is a total number of words which has meaning in a particular language which is necessary for students to use in speaking and writing.

3. Grammar

The Longman Dictionary of Contemporary English (2001: 1437) defines “grammar as (the study and practice of) the rules by which words change their forms and combined into sentences”.

According to Pooley in Olfah (2004), grammar describes the way of language work. English grammar tells how English works in communicating ideas. Ideas are generally expressed in sentences. Sentences are made by grouping and arranging words. Therefore, grammar is also the study of words in sentences. Structure in this study covers the appropriateness of using words correctly in sentences orally. The writer concluded that grammar is the way of language works through words in speaking or writing so a language will be understood clearly.

4. Fluency

Longman Dictionary (2001: 541) defines fluency as “mode expressing thought in a language, whether oral or written, especially such use of a language in the expression of thought as exhibits the spirit and faculty of an artist, choice or arrangement of words in discourse, rhetorical expression”.

Further, according to Bryne in Andriany (2004), the main goal in teaching the productive skill of speaking will be oral fluency. Fluency as a part of speaking indicates how well or how smooth a speaker expresses ideas in terms of sentences. Fluency in speaking is the quality of being fluent and it needs the intensity or practices, talent, habit and proper speech. Perfect fluency will be identified by limited pause of utterance. Speaker with imperfect fluency will stop and start to talk in uttering the sentences. Refers to the typical speaking, the more pauses subject performs a speech the more indicates that he has poor fluency in uttering

sentences in term of explaining the information within. In this regard, when students' performs speech, he might think for a while to find the other words to continue the whole explanation to get the information clear. The writer concluded that fluency in speaking is the ability of speaker in expressing or uttering ideas in term of sentences with limited pause of utterance.

5. Comprehension

Comprehension is the power of understanding an exercised aimed at improving or testing ones understanding of a language in written or testing ones understanding of a language in written or spoken (Hornby, 1984). Moreover, it defines as the ability to understand completely and be aware of understanding whatever said by speaker or toward the topics that are discussed during having conversation.

Comprehension is one of many components that should be paid attention to increase students' speaking ability in order to speak better. There are pronunciation, structure, vocabulary and fluency.

Based on the theories, we know that in teaching and learning process in a classroom, the goal is the students should take attention the way to give the information to their friends, because the good performance of the students is if their friends got the information of their speaking.

Speaking can be understood as the ability to use the language in ordinary way by speech. It is not only mater of transferring some messages to other person but is also communication, which needs more that one person to communicate

with. Jaulston and Brunder (1976:55) argued that speaking ability is taken to be the objectives of language teaching: the production of speaker competent to communicate in target language.

Speaking ability is the ability of the person to share the information to the other. In this study speaking ability is the ability of students share the materials to their friends in classroom.

Tillit and Bruder (1985:6) argued that there are four rating criteria of test focus on four areas of speaking ability. These areas are language function, appropriateness, coherence/cohesion, and accuracy.

a. Language functions

Language function include narrating, comparing, giving and defending an opinion, responding to a hypothetical situation, describing and analyzing a graph, extending a greeting, responding to a phone message, giving a progress report, etc. Each question focuses on one or more language functions. While you may include other language functions in your response, the focus of your response should address the language functions stated in the question.

b. Appropriateness

Appropriateness refers to responding with language appropriate for the intended audience or situation. In some questions you are asked to respond to the narrator without any specifics given. In this situation, respond with a polite, friendly tone, as if you are talking with a respected colleague. Other questions may ask you to imagine you are talking to a friend, supervisor, business associate,

customer, classmate, professor, medical professional, or patient. Sometimes the test specifies that you are talking with someone who works at the same company or institution as you. At other times you are asked to pretend to talk to someone without background on the topic you are addressing. Use language appropriate for whatever situation and audience that are specified.

c. Coherence/Cohesion

Coherence reflects the ways language is organized (coherence) and how ideas relate to each other (cohesion). It is important that your responses are not ambiguous. Opinions and recommendations should be stated clearly. Supporting reasons should clearly connect to the main idea. Steps in a process or events in a story should be ordered logically, described clearly, and connect smoothly. Be specific enough in your responses so that listeners do not have to interpret or supplement what you are saying in order to understand your meaning.

d. Accuracy

Accuracy includes pronunciation, grammar, fluency, and vocabulary. Although there are a number of dialects of English, the standard for teaching English of a university is educated person in the United States.

To know the ability of speaking we should do the test, Nation and Newton (2009: 171) argued that there are two main aspects of direct procedures for testing speaking are:

1. The way in which the person being tested is encouraged to speak (this can include being interviewed, having to describe something, being involved in a discussion, etc)

2. The way in which the speaker's performance is assessed (this include rating scales, communicative result, and assigning marks for the parts of an outcome)

Speaking is a very complex and different skill to learn, especially by the foreign language students.

From the explanation above, it can be understood that the ability to speak in a foreign language is at the very heart of what it means to be able to use a foreign language. Our personality, our self image, our knowledge of the world and our reason to express our thoughts are all reflected in our spoken performance in a foreign language. Being able to speak to friends, colleagues, visitors and even strangers, in their language and both of speakers can understand, is surely the goal of very many learners.

2. The Nature of Teaching Speaking

Speaking skills are important part of curriculum in language teaching. Without speaking teachers cannot achieve the good proficiency in English. In teaching speaking, it cannot be separated from grammar, vocabulary and pronunciation. In speaking, the students should not think about errors because the aim of speaking is communication which does not require perfect English. The meaning of speaking is when people understand what you said about. This argument supported by the Colorado state university (2004) in which discusses about goals and techniques for teaching speaking. Kalayo (2007:101) stated that speaking involves three areas of knowledge:

1. Mechanics, it means the learners should be able to use English in the right words (pronunciation, grammar, and vocabulary) in their daily speaking.
2. Functions, means the learners should know the functions of the language use in different situation.
3. Social and cultural rules and norms, it means learners should pay attention with whom they speak, in what situation, and the reason of speak.

Teacher will make the atmosphere of learning process that same as reality and give materials that close to the students. It makes the students easy to express their idea.

According to Wallace, Stariha and Walberg (2004: 17) Teachers can enable learners to present ideas to individual peers, peer groups and entire classes of students. They can learn to speak on a subject of their own choosing or on teacher is assigned topics.

They can also help to reduce such fears by maintaining a friendly atmosphere in the class and providing opportunities for students to practice alone or with one other students and then before increasingly larger groups. Thus, students can practice speaking in front of their peers who face the same situation.

Students may enjoy speaking about their personal experiences. Positive experiences in speaking can lead to greater skills and confidence in speaking in front of larger groups. It is important for teacher to correct mistakes made during speaking activities in a different way from the mistakes made during a study

exercise. When students are repeating sentences, they are trying to get their pronunciations. Exactly right, then the teacher will often correct (appropriately) every time there is problem. But that will effect to students' performances. It might be destroy the conversational flow. If, just at the moment one of the students is making an important point, the teacher says 'Hey what you said "is" but is should be "are" beaches are ... repeat'. The point will quickly be lost. Constant interruption from the teacher will destroys the purpose of the speaking activity.

In this case, many teachers watch and listen while speaking activities are taking place. They note down things that seemed to go well and times when students could not make themselves understood or made important mistakes. When the activity has finished, they then ask the students how they thought it went before giving their own feedback. They may say that they like the way student A said this and the way student B is able to disagree with her. They will then say that they hear one or two mistakes and they can then discuss them with the class, write them on the board or give them individually to the students concerned. In each case, they will ask the students to see if they can identify the problem and correct it.

As with any kind of correction, it is important not to single students out for particular criticism. Many teachers deal with the mistakes they heard without saying who made them. One of the rules for correcting is that some teachers who have good relationship with their students can intervene appropriately during a speaking activity if they do it in a quiet non-obstructive way. The general

principle of watching and listening so that teacher can give feedback later is usually much more appropriate.

From the explanation above, in the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situation. To help the students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific context, and to do using acceptable(that is comprehensible) pronunciation.

3. The Nature of Drama

For teachers, drama means all and none of these things. A clear definition is needed in order to lead the students in various activities, and towards various goals.

There is one school of thought that defines it as an expressive process which is best understood through the idea of symbolization and its role in the discovery and communication of meaning (McGregor 24).

Drama demands enthusiasm- not only for the lesson, but also for the students. And this in turn depends on the formation of a relationship of mutual trust in which neither teacher nor students feels 'at risk', but they willingly change roles and status to achieve the aims of the lesson (Wessels: 15).

Drama attempts to put back some of this forgotten emotional content into language- and to put the body back too. This does not mean that we must suddenly start leaping about the room in an exaggerated fashion, but it does imply that we need to take more account of meaning (Maley and Duff, 1987 : 7) If

drama can really enrich the language class in all these ways, why are so many teachers reluctant to use it? Many still think of drama as ‘theatricals’, because this is their only experience of it. Often the fault lies not with the individual teacher, but with the training that he or she has received; a training that presents education as the one way transmission of knowledge from the teacher to the students, rather than the creation of a learning situation in which the student is also the teacher. (Wessels : 14)

Drama can help the teacher to achieve ‘reality’ in several ways. It can overcome the students’ resistance to learning the new language:

1. by making the learning of the new language an enjoyable experience
2. by setting realistic targets for the students to aim for
3. by creative ‘slowing down’ of real experience
4. by linking the language-learning experience with the students’ own experience of life.

And drama can create in students need to learn the language:

1. by the use of ‘creative tension’ (situations requiring urgent solutions)
2. by putting more responsibility on the learner, as opposed to be teacher’. (Wessel: 53-54)

According to Mel Silberman (1996: 114) there is a way to make some subject easy to understanding, that is acting out the concept or carry out the procedure. Furthermore he explains about the procedure in using drama to teaching and learning process:

- a. Choose one concept which connected with the subject

b. Using this method:

- 1) Ask some students to come in front of the class and ask them to make stimulation with physical ways from the concept of procedure aspect.
- 2) Make the big papers which have clues content, give that paper to the students and place them to follows the clues.
- 3) Students playing drama appropriate with the concept.

c. Discuss the content of the drama, and make important teaching points.

B. The Relevant Research

To avoid the same title used in the research, than the writer shows the relevant research, which is done by two previous students of English Education of UIN SUSKA RIAU.

The research of Musdalifah entitled *the influence of using picture series in teaching speaking toward students' speaking achievement at the second year students of MAN Rengat*. She found that by using picture series, there is significance in teaching speaking toward the students' speaking achievement

The research conducted by Yasir Amri entitled *the role of interaction toward students speaking achievement at the first year of the English Education Department of Tarbiyah and Teacher Training Faculty UIN SUSKA Riau*. He found that there was a significant correlation between the role of interlocutors and students speaking achievement.

C. The Operational Concept

Operational concept is the concept used to give an explanation about theoretical framework to avoid misunderstanding to word the research. The explanation is to describe the concept use by the writer. The indicators are clue and strategies applied in the implementation of various methods. The indicators are:

1. The using of drama in teaching speaking (experiment group) as the independent variable, symbolized by “x”.
 - a. Choose one concept which connected with the subject
 - b. Ask some students to come in front of the class and ask them to make stimulation with physical ways from the concept of procedure aspect.
 - c. Make the big papers which have clues content, give that paper to the students and place them to follows the clues.
 - d. Students playing drama appropriate with the concept.
 - e. Discuss the content of the drama, and make important teaching points.
2. The students’ speaking ability (control group) as the dependent variable, symbolized by “y”.
 - a. Students are able to pronounce English accurately.
 - b. Students are able to speak fluently.
 - c. Students are able to speak grammatically.
 - d. Students have many vocabularies.
 - e. Students have good comprehension.

D. The Assumption and The Hypothesis

1. Assumption

The different method will give new contribution to support students' speaking ability

2. Hypothesis

Ho : There is no significant effect of using drama toward students' speaking ability among 1st year students' at SMPN 1 Kampar (Air Tiris)

Ha : There is significant effect of using drama toward students' speaking ability among 1st year students' at SMPN 1 Kampar (Air Tiris).

CHAPTER III

RESEARCH METHOD

A. The Research Design

The type of the research is experimental research. According Cresswell (2008: 299), experiment is you test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable. In this research, the researcher used the design of pre-test post-test in one group. In conducting this research, one class of first year students of SMPN 1 Kampar (Air tiris) was participated. The class got a pre-test at beginning, treatment in the middle and the researcher cooperated with the observer, after that gave the students post-test at the end of the research. The pre-test and post-test results were compared in order to determine the effect of the treatment. Gay (2000: 388), this research called the one group pre-test post-test design. This design involved a single group that was pretested, exposed to treatment, and post tested. The success of the treatment was determined by comparing pre-test and post-test scores.

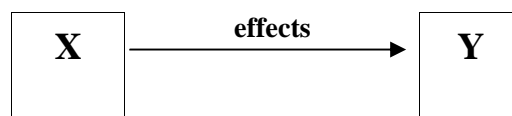


Figure III.1 The Research Design

The researcher wanted to investigate the effect of using drama toward students' speaking ability of the first year students' at SMPN 1 Kampar (Air Tiris).

A. The Time and the Location of the Research

This research was conducted at SMPN 1 Kampar (Air Tiris). The school was located on Jalan Raya Pekanbaru- Bangkinang. The time of the research was since Mei 10th until June 5th, 2010.

B. The Subject and the Object of the Research

The subject of the research was first year students' at SMPN 1 Kampar (Air Tiris), while the object of this research was the effect of using drama toward students' speaking ability among first year students of SMPN 1 Kampar (Air Tiris).

C. The Population and the Sample of the Research

The population of this research is the 1st year students of SMPN 1 Kampar (Air Tiris). The numbers of students in first year is 300 students. They are divided in to five different classes of class I A, I B, I C, I D, I E, I F, I G and I H. The numbers of students' in class I A are totally 30 students, which consist of 15 female and 15 male, the number of I B are totally 30, which consist of 17 female and 13 male, the numbers of I C are totally 40, which consist of 22 female and 18 male, the numbers of I D are totally 40, which consist of 26 female and 14 mal and the numbers of I E are totally 40, which consist of 21 female and 19 male, the number of I F are totally 40, which consist of 25 female and 15 male, the number of I G are totally 40, which consist 24 female and 16 male, the number of I H are totally 40, which consist on 27 female and 13 male. It can be illustrating as the following table:

Table III.1.
POPULATION OF THE FIRST YEAR STUDENTS OF SMP N1 KAMPAR
(AIR TIRIS)

No	Class	Population		
		Female	Male	Total
1	I A	12	15	30
2	I B	17	13	30
3	I C	22	18	40
4	I D	26	14	40
5	I E	21	19	40
6	I F	25	15	40
7	I G	24	16	40
8	I H	27	13	40
Total		177	123	300

The population above was large enough to be all taken as sample of the research. Based on the design of the research, the researcher took only one class to be sample that is I A. It is about 30 students. The technique sampling used in this research is cluster sampling because the students' speaking ability among the first year students of SMPN 1 Kampar (Air Tiris) was homogenous. According to Gray and Airasian (1997: 129), this technique randomly selects group, not individual. All the members of selected group have similar characteristics. The following are the steps of cluster sampling:

- a. Identifying and define the population
- b. Determine the desired sample size
- c. Identifying and define a logical cluster
- d. List all cluster (or obtain a list) that make up the population of clusters
- e. Estimate the average number or population members per cluster

- f. Determine the number of cluster needed by dividing the sample size by the estimated size of cluster
- g. Randomly select the needed number of clusters
- h. Include in your study all population in each selected cluster

D. The Technique of Collecting Data

The data of this research was collecting by using test. The test was divided into two types. The first was pre-test and it was given before the treatment. The second was post-test and was given after the treatment. And observations did by English teacher.

Testing speaking ability is very different from other skills like listening, reading, and writing skills. Speaking is a complex skill. It has been stated by Harris (1989: 29) that no language skill is so different to assess with preciseness speaking ability, and for this reason it seems wise a consideration of oral production test until last. According to Hughes (1989: 111), there are some components that should be considered in giving students' score: They are accent, grammatical, vocabulary, fluency, and comprehension. In testing speaking is necessary to record the students' presentation. Hughes (1989: 114) said that it is necessary to have a recording of a session. If the students are not satisfied or trauma about his/her marks, so it can be called back the session by his/her presentation on recording.

The question item of oral test

1. What is your name?
2. How many sisters do you have?

3. How many brothers do you have?
4. What is your father?
5. What is your mother?

E. The Technique of Data Analysis

Based on Harris's theories, there are some categories to evaluate the students' the student speaking achievement as follow:

Table III.2
THE ACHIEVEMENT OF STUDENT'S FORM

Category	Classification
5	Excellent
4	Good
3	Fairy good
2	Fair
1	Poor

There were two technique of collecting data. They are; (1) based on the Harris' theories and (2) each component get scores 20. Harris' theories 91989: 84) speaking test should consist of five components to be rated, namely: Accent, vocabulary, grammar, and comprehension.

They have typical scale where each component has asset of qualities level) to be rated and a series of possible rating. Harris describes the rating as follow:

1. Accent

**Table III.3
ACCENT**

Score	Requirement
5	Have view traces of foreign accent
4	Always intelligible, though one is conscious of definite
3	Accent problems necessitate concentrated listening and occasionally lead to misunderstanding.
2	Very hard to understand because of pronunciation problem. Most frequently is asked to repeat.
1	Pronunciation problems so severe as to make speech virtually an intelligible.

2. Grammar

**Table III.4
GRAMMAR**

Score	Requirement
5	Makes few (if any) noticeable errors of grammar or word order
4	Occasionally makes grammatical and/or word-order errors, which do not. However, obscure meaning.
3	Make frequently errors of grammar and word order, which occasionally obscure meaning.
2	Grammar and word order errors make comprehension difficult. Must often rephrase sentence and or restrict him to basic pattern.
1	Errors in grammar and word order so server as to make speech virtually unintelligible.

3. Fluency

**Tables III.5
FLUENCY**

Score	Requirement
5	Speech as fluency and effortless as that a native speaker
4	Speed of speech seems to be slightly affected by language problem
3	Speed and fluently as rather strongly affected by language problem
2	Usually hesitant; often into silence by language limitation
1	Speech is also halting and fragmentary as to make conversation virtually

4. Vocabulary

Table III.6
VOCABULARY

Score	Requirement
5	Use of vocabulary and idiom is virtually that of a native speaker
4	Sometimes uses inappropriate term and/or must rephrase ideas because of lexical inadequacies
3	Frequently uses the wrong words, conversation somewhat limited because of inadequate vocabulary
2	Misuse use of word and very limited vocabulary make comprehension quite difficult
1	Vocabulary limitations as extreme as to make conversation virtually impossible

5. Comprehension

Table III.7
COMPREHENSION

Score	Requirement
5	Appears to understanding every without difficult
4	Understanding nearly everything at normal speed although occasionally repetition may be necessary
3	Understanding most of what is said at slower than normal speech with repetitions
2	Has great difficult following what is said. Can comprehend only social conversation, spoken slowly and with frequently repetition
1	Cannot be said to understand even simple conversation English

Table III.8
CATEGORY AND SCORE

Category	Score
5	17-20
4	13-16
3	9-12
2	5-8
1	1-4

To collect the data, the writer used drama. The speaking result was evaluated by concerning five components and each component had score or level. Each component had 20 the highest score and the total of all components is 100. The specification of the test is as follow:

Table III.9
THE SPECIFICATION OF THE TEST

No	Speaking skill	The highest score
1	Accent	20
2	Grammatical	20
3	Vocabulary	20
4	Fluency	20
5	Comprehension	20
	Total	100

In order to get the measure data of speaking ability, the serearcher used the following scale:

Table III.10
THE SCALE OF STUDENTS' SPEAKING ABILITY

The score of ability level	Category
81% - 100%	Excellent
61% - 80%	Good
41% - 60%	Fair
21% - 40%	Poor
Less then 20%	bad

David Harris, in Musdalifah (2005: 57)

In order to get percentage, the formula used based on Sudijono (2005: 57).

The formula as follows:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency of Score

N = Total score

In analyzing the data, the researcher used scores of pre-test and post-test. These scores were analyzed by using statistical analysis. The different mean was analyzed by using T – test through using SPSS 16.0

The t-table was employed to see whether there was a significant effect of using drama toward students' speaking ability among first year students of SMPN 1 Kampar (Air Tiris). The t-obtained was consulted with t-table at the degree of freedom (df) = $N - 1$ statically hypothesis:

H_a : $t_o > t\text{-table}$

H_o : $t_o < t\text{-table}$

H_a was accepted if $t_o > t\text{-table}$ or there was effect of using drama toward students' speaking ability among first year students of SMPN 1 Kampar (Air Tiris).

H_o was accepted if $t_o < t\text{-table}$ or there was no effect of using drama toward students' speaking ability among first year students of SMPN 1 Kampar (Air Tiris).

G. The Reliability of the Test

According to Brown (2003: 19-27) that reliability has to do with accuracy of measurement. This kind of accuracy is reflected in the obtaining of similar results when measurement is repeated on different occasions or with different instruments or by different persons. The characteristic of reliability is sometimes termed consistency. Meaning that, the test was reliable when an examinee's

results were consistent on repeated measurement. To obtain the reliability of the test, it must be known the Mean and Standard Deviation of test. Validity in general refers to appropriateness of a given test or any of its component parts as measure of what it was purposed to measure. It means the test was valid to the extent that was measured what it was supposed to measure.

The validity and reliability was relation. It was possible for a test to be reliable without being valid for a specified purpose, but it was impossible a test to be valid without first being reliable. To know the reliability of the test, the researcher used product moment formula that was analyzed by using SPSS 16 Version.

According to Suharsimi Arikunto (2006: 170, r product moment can be obtained by considering the degree of freedom (df) as follows:

$$df = N - nr$$

N = number of cases

nr = the total variable correlated

Statistically the hypotheses are:

$$H_o: r_o < r_t$$

$$H_a: r_o \geq r_t$$

H_o was accepted if $r_o < r_t$ or there was no significant correlation between pre-test and post-test.

H_a was accepted if $r_o \geq r_t$ or there was significant correlation between pre-test and post-test.

The following table describes the reliability between score of pre-test and post-test.

Table III.11
CASE PROCESSING SUMMARY

		N	%
Cases	Valid	30	100.0
	Excluded	0	0
	Total	30	100.0

From the table, it can be seen that the data processed (valid) is 30 or 100% and there is no data missing (excluded). In other word, all data had been analyzed.

Table III.12
ITEM STATISTICS

	Mean	Std. Deviation	N
Pre-test	57.6000	6.07766	30
Post-test	70.6333	5.30766	30

From the table, it can be seen that mean of pre-test is 57.600 and its standard deviation is 6.07766. The data of pre-test is 30. While, mean of post-test is 70.6333 and its standard deviation is 5.30766. The data of post-test is 30.

Table III.13
INTER-ITEM CORRELATION MATRIX

	Pre-test	Post-test
Pre-test	1.000	0.530
Post-test	0.530	1.000

From the table above, it can be seen that the score of reliability of the test is 0.530. Before comparing it to r table, the researcher had to obtain the degree of freedom (df).

$$df = N - nr$$

$$df = 30 - 2$$

$$df = 28$$

After obtaining the degree of freedom (df), the score of reliability of the test was compared to r table either at 5 % or 1 %. Based on r table, r_o was bigger than r table either at 5% or 1% in which $0.361 < 0.530 \quad 0.463$. It can be concluded that H_o is rejected and H_a is accepted. It means that there is a significant correlation between post-test and pre-test. In other word, speaking test used either at the pre-test or post-test is reliable.

CHAPTER IV

THE PRESENTATION OF THE DATA ANALYSIS

A. The Description of the Data

The data of this research were the score of students' pre-test and post-test. The researcher gave pre-test before treatment and after that post-test. The data of this research got from the students' score through pre-test and post-test. The purposes of this research were to find out students' speaking ability before being taught by using drama and to find out students' speaking ability after being taught by using drama and to find out whether there is effect of using drama toward students' speaking ability among first year students of SMPN 1 Kampar (Air Tiris). Before giving post test, the researcher gave the pre test for all samples.

The data was obtained from the pre-test and post-test. The speaking result was evaluated by concerning five components: pronunciation, grammar, vocabulary, fluency and comprehension. Each component had its score.

B. The Data Presentation

The data of this research was gotten by the researcher from pre-test and post-test. The data was collected through the following procedure:

- a. The students got pre-test, asked them to do oral presentation of report text after they got material of report text by conventional way.
- b. The students got post-test, asked them to do oral presentation of report text after they got material of report text by peer lesson strategy.

- c. The speaking was recorded by the researcher and backup into CD. Then it was collected to evaluate the appropriate of pronunciation, grammar, vocabulary, fluency and comprehension.
- d. The researcher used two raters to evaluate the students' short paragraph and finally the researcher added the score and divided.

1. Data Presentation of Students' Pre-Test Scores

Table IV.1
THE DISTRIBUTION OF FREQUENCY OF
STUDENTS' PRE-TEST SCORES

No	Score	Frequency	Percentage (%)
1	45	2	6.7%
2	50	3	10.0%
3	54	4	13.3%
4	55	3	10.0%
5	59	11	36.7%
6	63	4	13,3%
7	68	2	6.7%
8	70	1	3.3%
	Total	30	100%

Based on the table above, it can be seen that there are 2 students get score 45 (6.7%), 3 students get score 50 (10.0%), 4 students get score 54 (13.3%), 3 students get score 55 (10.0), 11 students get score 59 (36.7%), 4 students get score 63 (13,3%), 2 students get score 68 (6.7%), 1 student get score 70 (3.3%). The total frequency was 30.

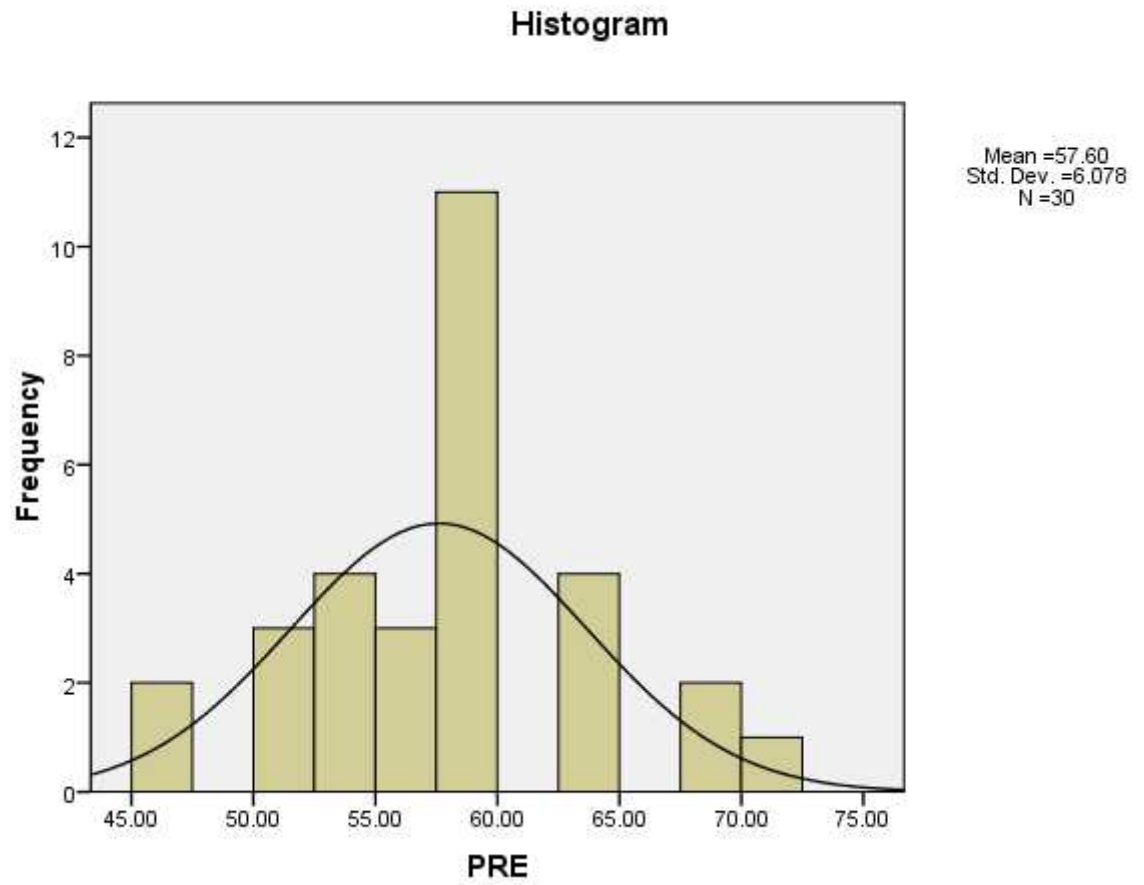


Figure IV.1. The Data of Pre-test

2. Data Presentation of Students' Post-Test Scores

Table IV.2
THE DISTRIBUTION OF FREQUENCY OF
STUDENTS' POST-TEST SCORES

No	Score	Frequency	Percentage (%)
1	60	1	3,3%
2	63	3	10.0%
3	64	2	6.7%
4	68	6	20.0%
5	72	12	40.0%
6	77	4	13.3%
7	81	2	6.7%
	Total	30	100%

Based on the table above, it can be seen that there is 1 student get score 60 (3,3%), 3 students get score 63 (10.0%), 2 students get t score 64 (6.7%), 6 students get score 68 (20,0%), 12 students get t score 72 (40.0%), 4 students get score 77 (13.3%), 2 student get score 81 (6.7%). The total frequency is 30.

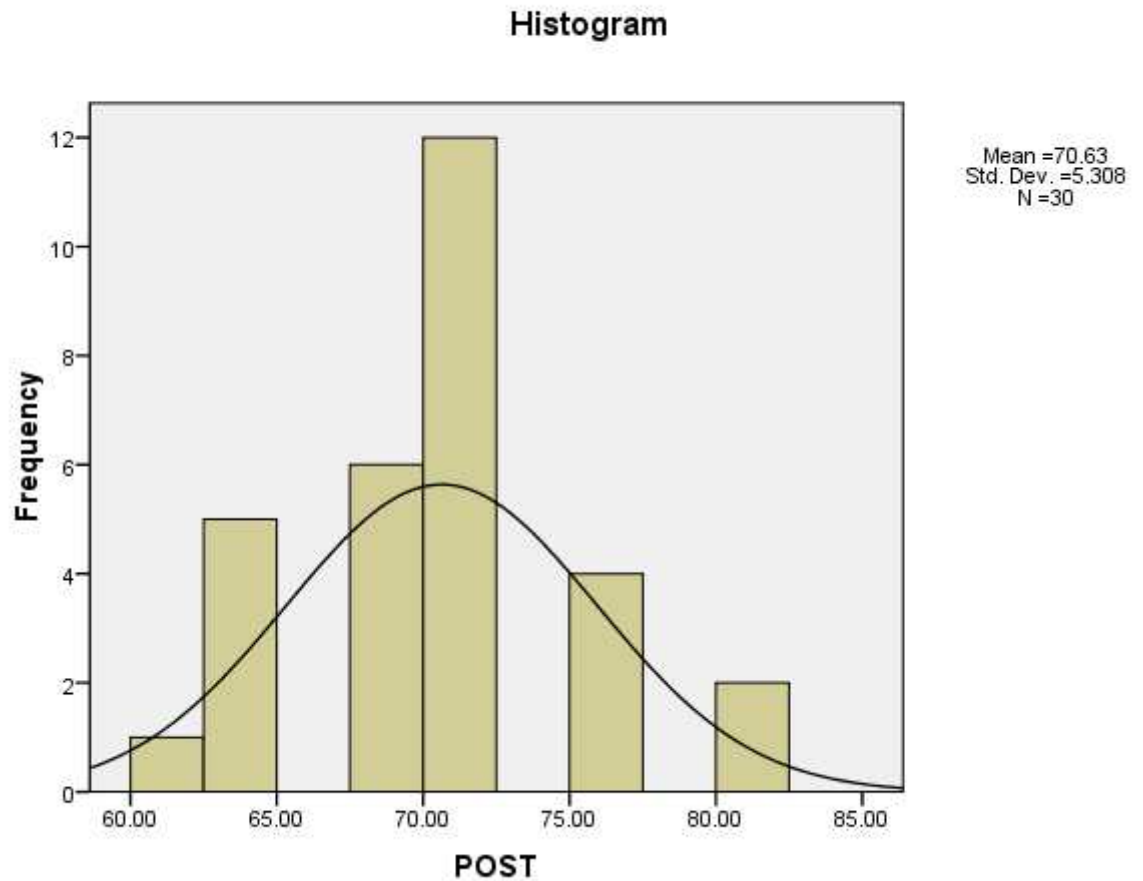


Figure IV.2. The Data of Post-test

1. The Data Analysis

The data analysis presented the statistical result followed by the discussion about the effect of using drama toward students' speaking ability among first year students of SMPN 1 Kampar. (Air Tiris). The data were divided into two groups, they were pre-test and post-test. To analyze the data in the chapter III, the following statistically formula was used to get the main score (M) and the standard deviation (SD) by using SPSS.

Table IV.3
T-test PAIRED SAMPLES STATISTICS

		Mean	N	Std. Deviation
Pair 1	Pre-test	57.6000	30	6.07766
	Post-test	70.6333	30	5.30766

From the table, it can be analyzed that the total data analyzed both pre-test and post test is 30. Mean of pre-test is 57.600 and mean of post-test is 70.6333. While, standard deviation of pre-test is 6.07766 and standard deviation of post-test is 5.30766.

1. Data Analysis of Students' Pre-Test Scores

The data of students' pre-test scores were obtained from the result of their speaking. The data can be explained as follows:

Table IV.4
DESCRIPTIVE STATISTICS OF STUDENTS' PRE-TEST SCORES

N	Valid	30
	Missing	0
Mean		57.6000
Median		59.0000
Mode		59.00
Std. Deviation		6.07766
Range		25.00
Minimum		45.00
Maximum		70.00
Sum		1728.00

From the table above, it can be seen that the data were processed through SPSS 16.0 is 30 and no data were not analyzed (missing). Mean of the data is 57.6000, median is 59.0000, mode is 59.00, and standard deviation is 6.07766. The minimum score is 45.00 and the maximum score is 70.00 while the range or

distance between minimum and maximum score is 25.00. The sum of data is 1728.00.

2. Data Analysis of Students' Post-Test Score

The data of students' post-test scores are obtained from the result of their speaking. The data can be described as follows:

Table IV.5
DESCRIPTIVE STATISTICS OF STUDENTS' POST-TEST SCORES

N	Valid	30
	Missing	0
Mean		70.6333
Median		72.0000
Mode		72.00
Std. Deviation		5.30766
Range		21.00
Minimum		60.00
Maximum		81.00
Sum		2119.00

From the table above, it can be seen that the data were processed through SPSS 16.0 is 30 and no data were not analyzed (missing). Mean of the data is 70.6333, median is 72.0000, mode is 72.00, and standard deviation is 5.30766. The minimum score is 60.00 and the maximum score is 81.00 while the range or distance between minimum and maximum score is 22.00. The sum of data is 2119.00.

3. Hypothesis Testing

The problem in this research was finding out whether there was significant effect of using drama toward students' speaking ability among first year students of SMPN 1 Kampar (Air Tiris). Before making decision about the accepted and

rejected hypothesis, the researcher would present the hypothesis. They were as follows:

H_0 : There is no significant effect of using drama toward students' speaking ability among first year students of SMPN 1 Kampar (Air Tiris).

H_a : There is significant effect of using drama toward students' speaking ability among first year students of SMPN 1 Kampar (Air Tiris).

Statistically the hypotheses are:

$H_0 : t_0 < t\text{-table}$

$H_a : t_0 > t\text{-table}$

H_0 was accepted if $t_0 < t\text{-table}$ or there was no effect of using drama toward students' speaking ability among first year students of SMPN 1 Kampar (Air Tiris).

H_a was accepted if $t_0 > t\text{-table}$ or there was effect of using drama toward students' speaking ability among first year students of SMPN 1 Kampar (Air Tiris).

Table IV.6
T-test PAIRED SAMPLES TEST

		Paired Differences		t	df	Sig. (2-tailed)	T table	
		Mean	Std Deviation				5%	1%
Pair 1	Pre-test Post-test	1.303E1	5.56146	-12.836	29	0.000	2.04	2.76

From the table above, it can be seen that mean is 1.303E1, standard deviation is 5.56146, t_0 is -12.836, df is 29, and sig. (2-tailed) is 0.000.

The score of t_o is -12.836. According to Hartono (2008: 152), the symbol (-) is symbol of math so that it can be ignored). It can be analyzed that $t_o = 12.836$ is bigger than t table either 5 % = 2.04 or 1% = 2.76 and the sig. (2-tailed) = 0.000 < 0.05. it can be concluded that H_o is rejected and H_a is accepted. In other word, there is a significant effect of using drama toward students' speaking ability among first year students of SMPN 1 Kampar (Air Tiris).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the explanations in the chapter IV, finally the research about the effect of using drama toward students' speaking ability among first year students of SMPN 1 Kampar (Air Tiris) comes to the conclusions as follows:

Students' speaking ability before being taught by using drama is fair. It can be seen from the students score. The students' score before being taught drama are lower than graduates' standard.

Students' speaking ability after being taught by using drama is good. It can be seen from students score. The students' score after being taught drama are higher than graduates' standard.

From this research the researcher concludes that there is significant effect of using drama toward students' speaking ability among the first year students of SMPN 1 Kampar (Air Tiris).

B. Suggestions

Based on this research, the researcher would like to give some suggestions especially to the teacher and to the school.

From the conclusion of the research above, it is known that using drama can give significant effect toward students' speaking ability among first year students of SMPN 1 Kampar (Air Tiris). Because of that, drama can be one of the

choices for the English teacher in order to help students' speaking ability. Therefore, English teacher should know how to teach speaking through drama. Besides, teacher should also use many ways to encourage students in speaking English like:

- a. Teacher should construct creative and enjoyable learning for students
- b. Teacher should support their techniques or strategies by using interesting media.
- c. Teacher can construct students' awareness about the importance of speaking ability in English for their life.
- d. Teacher can motivate students to make speaking English as habitual activities.

Besides that, students should keep practice English all the time whether in the class or outside. Then, students also should increase their vocabulary in order to help them speaking English.

In addition, SMPN 1 Kampar (Air Tiris) should keep establishing the programs that have been done especially for the English lesson such as publishing articles, poems, extra class for English lesson, and speech contest.

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RESEARCH INSTRUMENT

Instruction:

1. Choose the character based on the dialogue below and present it in front of the class!
2. Pay the drama follow the instruction.

Mia and Zidan are classmates. They are in the canteen. Mia and Zidan are eats meatball. They also talk about their families.

Mia : “You know I like bakso very much!” (Mia said while chew on the meatball)

Zidan : “Oh, so am I. Mia, I heard from your brother that your father will go to Bali for joining a workshop.” (He asking)

Mia : “Yes, my father went to Bali tommorow.” (Mia still eats)

Zidan : “Mia, may I know, what is your father?”

Mia : “My father is a lecture.” (She is answer with the proud)

Zidan : “Oh, ya Mia, how many sister and brother do you have?”

Mia : “I have a brother and no sister.” (Mia drinks)

Zidan : “How about your mother, what is your mother?”

Mia : “My mother is pass away.” (Mia face looks sad)

Zidan : “I’m sorry to hear that, Mia.” (Zidan sympathetic)

Mia : “It’s ok!”

Suddenly... Mia is finishing her eats. And permit to Zidan for comeback to the class.

Mia : “Zidan, I must back to the class. Rina is waiting to finish the task together.” (Stand up feom her sit)

Zidan : “Ok, thank you for accompanying me.” (Zidan smile)

Mia : “You’ re welcome.” (She walking to the class)

ORAL TEST

1. What is your name?
2. How many sisters do you have?
3. How many brothers do you have?
4. What is your father?
5. What is your mother?

RESEARCH INSTRUMENT

Instruction:

1. Choose the character based on the dialogue below and present it in front of the class!
2. Pay the drama follow the instruction.

Roni is walking at the supermarket with his mother. He is accompanying his shopping. He looks happy when his mother asks him to choose the daily needs.

Roni : “Mom, may I take this chocolate?” (He is hope)

Mom : “Ok, you can take it. But, do you mind finding soap on that side?” (Mom asking to Roni)

Roni : “Ok, mom. I will go there. How much soap should I take, mom?” (He agree)

Mom : “You can take 10 bars of soap.” (Mom said to Roni)

Roni : “okay.”

Roni is busy choosing the soap. But, he looks confused because there are many kinds of soap there. However, his mother asks him to find “flower” soap. So, he asks a shop assistant to help him.

Roni : “Excuse me, where can I find the “flower” soap?” (Roni ask to Shop assistant)

Shop assistant : “You can find them on that corner. Go straight on. Turn left.

You will find them over there.” (She explained to Roni)

Roni : “Thank you.” (Roni walk to his mother)

Roni and his mother go to the cashier to pay for the stuff.

Mom : “How much are they?” (Mom ask to cashier)

Cashier: “Fifty thousand rupiah, please!”

Mom : “Here is the money, thank you.” (Mom give the money)

Cashier: “You’re welcome.”

ORAL TEST

1. What do you do?
2. What is her doing?
3. What is he doing?
4. Can you help me please?
5. May I borrow your pencil?

RESEARCH INSTRUMENT

Instruction:

1. Choose the character based on the dialogue below and present it in front of the class!
 2. Pay the drama follow the instruction.
-

Hellen wants to learn drive a car to get a driving license.

She learns how to drive a car with Andri.

Andri : “First, make sure that the car is in neutral. Now, start the engine.” (Andri explained n exempling)

Hellen : “How do I do that?” (Hellen Confuse)

Andri : “Just turn the key.” (Explained)

Hellen : “Ok, and now, what I should do? (Hellen trying)

Andri : “Put your foot on the clutch.” (He ask)

Hellen : “My left foot or my right one?” (Trying)

Andri : “Your left foot.”

Hellen : “And should I press it down?” (Ask the truth)

Andri : “That’s right. Press it down, but don’t put your other foot on the accelerator yet. Now...” (happy looks Hellen can do his explanation)

Hellen : “I’ve put in into gear. Oh! The car has stopped!” (She is understand)

Andri : “Yes, remember, don’t take your foot off the clutch before you’ve passed the accelerator lightly.” (He ask)

ORAL TEST

1. What kinds of exercise do you enjoy?
2. How often do you exercise?
3. Do you try to eat healthy meals? Why or why not?
4. Do you usually get enough sleep at night? How many hours do you like to get?
5. How do you usually feel after you exercise? Energetic? Relaxed? Tired? Sleepy?

RESEARCH INSTRUMENT

Instruction:

1. Choose the character based on the dialogue below and present it in front of the class!
 2. Pay the drama follow the instruction.
-

Farouk is Tia's new classmates. They are talking about their hobbies.

Tia : "Are you Omar?" (Trying to ask)

Farouk : "No, I am not. I am farouk." (He is answer)

Tia : "Did you tell us of the class that you like swimming?"

Farouk : "Really? I didn't tell you that. I like reading, not swimming." (He states)

Tia : "Do you borrow my English book?"

Farouk : "No, I don't. But, I have your science book.

Tia : "Do you like playing soccer?"

Farouk : "No I don't. I like chess and bowling. Do you like singing?"

Tia : "No, I don't. I like dancing." (Tia laught)

ORAL TEST

1. What is your hobby?
2. Whom did you do it with?
3. When do you usually do it?
4. Where d you do it?
5. What happened when you did it?

Lesson Plan

Lesson Plan : My Hobby

Class Proficiency : 7th grade of junior high school

Meeting : 1

Time : 2 x 40 minutes

Skill Focus : Speaking

Teaching media : Drama's script

1. Teaching goal:

By the end of the class, the students will be able to give responses in transactional conversation (to get things done) and interpersonal (to socialize) by using simple Multilanguage accurately, fluently, and can make interaction with their near environment that concluded like expressing.

2. Motivation strategy :

- a. Greeting
- b. Checking the attendance list
- c. Teacher asks about the topic of study
- d. Teacher give question to the students what is they know about the topic

3. Presentation strategy :

- a. Teacher give script of drama to the students
- b. Teacher place them to read the script

4. Skill practice :

- a. Teacher asks students to play the drama appropriate with the script
- b. Teacher ask the students make comment about drama and discuss in groups

5. Summing up :

Teacher gives conclusion of the lesson

6. Assessment :

Students answer the question about the topic.

Know by

Pekanbaru, Mei 13rd 2010

The English Teacher

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Lesson Plan

Lesson Plan : My Hobby

Class Proficiency : 7th grade of junior high school

Meeting : 2

Time : 2 x 40 minutes

Skill Focus : Speaking

Teaching media : Drama's script

1. Teaching goal:

By the end of the class, the students will be able to give responses in transactional conversation (to get things done) and interpersonal (to socialize) by using simple Multilanguage accurately, fluently, and can make interaction with their near environment that concluded dislike expressing.

2. Motivation strategy :

- a. Greeting
- b. Checking the attendance list
- c. Teacher asks about the topic of study
- d. Teacher give question to the students what is they know about the topic

3. Presentation strategy :

- a. Teacher give script of drama to the students
- b. Teacher place them to read the script

4. Skill practice :

- a. Teacher asks students to play the drama appropriate with the script
- b. Teacher ask the students make comment about drama and discuss in groups

5. Summing up :

Teacher gives conclusion of the lesson

6. Assessment :

Students answer the question about the topic.

Know by

Pekanbaru, Mei 15th 2010

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Lesson Plan

Lesson Plan : What do you do?

Class Proficiency : 7th grade of junior high school

Meeting : 3

Time : 2 x 40 minutes

Skill Focus : Speaking

Teaching media : Drama's script

1. Teaching goal:

By the end of the class, the students will be able to give responses in transactional conversation (to get things done) and interpersonal (to socialize) by using simple Multilanguage accurately, fluently, and can make interaction with their near environment that concluded asking something.

2. Motivation strategy :

- a. Greeting
- b. Checking the attendance list
- c. Teacher asks about the topic of study
- d. Teacher give question to the students what is they know about the topic

3. Presentation strategy :

- a. Teacher give script of drama to the students
- b. Teacher place them to read the script

4. Skill practice :

- a. Teacher asks students to play the drama appropriate with the script
- b. Teacher ask the students make comment about drama and discuss in groups

5. Summing up :

Teacher gives conclusion of the lesson

6. Assessment :

Students answer the question about the topic.

Know by

Pekanbaru, Mei 20th 2010

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Lesson Plan

Lesson Plan : What do you do?

Class Proficiency : 7th grade of junior high school

Meeting : 4

Time : 2 x 40 minutes

Skill Focus : Speaking

Teaching media : Drama's script

1. Teaching goal:

By the end of the class, the students will be able to give responses in transactional conversation (to get things done) and interpersonal (to socialize) by using simple Multilanguage accurately, fluently, and can make interaction with their near environment that concluded giving something.

2. Motivation strategy :

- a. Greeting
- b. Checking the attendance list
- c. Teacher asks about the topic of study
- d. Teacher give question to the students what is they know about the topic

3. Presentation strategy :

- a. Teacher give script of drama to the students
- b. Teacher place them to read the script

4. Skill practice :

- a. Teacher asks students to play the drama appropriate with the script
- b. Teacher ask the students make comment about drama and discuss in groups

5. Summing up :

Teacher gives conclusion of the lesson

6. Assessment :

Students answer the question about the topic.

Know by

Pekanbaru, Mei 22nd 2010

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Lesson Plan

Lesson Plan : Work out

Class Proficiency : 7th grade of junior high school

Meeting : 5

Time : 2 x 40 minutes

Skill Focus : Speaking

Teaching media : Drama's script

1. Teaching goal:

By the end of the class, the students will be able to give responses in transactional conversation (to get things done) and interpersonal (to socialize) by using simple Multilanguage accurately, fluently, and can make interaction with their near environment that concluded asking fact.

2. Motivation strategy :

- a. Greeting
- b. Checking the attendance list
- c. Teacher asks about the topic of study
- d. Teacher give question to the students what is they know about the topic

3. Presentation strategy :

- a. Teacher give script of drama to the students
- b. Teacher place them to read the script

4. Skill practice :

- a. Teacher asks students to play the drama appropriate with the script
- b. Teacher ask the students make comment about drama and discuss in groups

5. Summing up :

Teacher gives conclusion of the lesson

6. Assessment :

Students answer the question about the topic.

Know by

Pekanbaru, Mei 27th 2010

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Lesson Plan

Lesson Plan : Work out

Class Proficiency : 7th grade of junior high school

Meeting : 6

Time : 2 x 40 minutes

Skill Focus : Speaking

Teaching media : Drama's script

1. Teaching goal:

By the end of the class, the students will be able to give responses in transactional conversation (to get things done) and interpersonal (to socialize) by using simple Multilanguage accurately, fluently, and can make interaction with their near environment that concluded giving fact.

2. Motivation strategy :

- a. Greeting
- b. Checking the attendance list
- c. Teacher asks about the topic of study
- d. Teacher give question to the students what is they know about the topic

3. Presentation strategy :

- a. Teacher give script of drama to the students
- b. Teacher place them to read the script

4. Skill practice :

- a. Teacher asks students to play the drama appropriate with the script
- b. Teacher ask the students make comment about drama and discuss in groups

5. Summing up :

Teacher gives conclusion of the lesson

6. Assessment :

Students answer the question about the topic.

Know by

Pekanbaru, Mei 29th 2010

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Lesson Plan

Lesson Plan : Family Life

Class Proficiency : 7th grade of junior high school

Meeting : 7

Time : 2 x 40 minutes

Skill Focus : Speaking

Teaching media : Drama's script

1. Teaching goal:

By the end of the class, the students will be able to give responses in transactional conversation (to get things done) and interpersonal (to socialize) by using simple Multilanguage accurately, fluently, and can make interaction with their near environment that concluded asking clarification expressions.

2. Motivation strategy :

- a. Greeting
- b. Checking the attendance list
- c. Teacher asks about the topic of study
- d. Teacher give question to the students what is they know about the topic

3. Presentation strategy :

- a. Teacher give script of drama to the students
- b. Teacher place them to read the script

4. Skill practice :

- a. Teacher asks students to play the drama appropriate with the script
- b. Teacher ask the students make comment about drama and discuss in groups

5. Summing up :

Teacher gives conclusion of the lesson

6. Assessment :

Students answer the question about the topic.

Know by

Pekanbaru, June 3rd 2010

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Lesson Plan

Lesson Plan : Family Life

Class Proficiency : 7th grade of junior high school

Meeting : 8

Time : 2 x 40 minutes

Skill Focus : Speaking

Teaching media : Drama's script

1. Teaching goal:

By the end of the class, the students will be able to give responses in transactional conversation (to get things done) and interpersonal (to socialize) by using simple Multilanguage accurately, fluently, and can make interaction with their near environment that concluded responding clarification expressions.

2. Motivation strategy :

- a. Greeting
- b. Checking the attendance list
- c. Teacher asks about the topic of study
- d. Teacher give question to the students what is they know about the topic

3. Presentation strategy :

- a. Teacher give script of drama to the students

- b. Teacher place them to read the script
- 4. Skill practice :
 - a. Teacher asks students to play the drama appropriate with the script
 - b. Teacher ask the students make comment about drama and discuss in groups
- 5. Summing up :

Teacher gives conclusion of the lesson
- 6. Assessment :

Students answer the question about the topic.

Know by

Pekanbaru, June 5th 2010

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